



# WYOMING

## State Board of Education

Hathaway Building, 2nd Floor

2300 Capitol Avenue

Cheyenne, Wyoming 82002-0050

(307) 777-6213 • (307) 777-6234 FAX

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### MEMORANDUM

TO: Joint Education Committee

FROM: Paige Fenton Hughes, Coordinator

DATE: October 16, 2013

SUBJECT: Mechanisms to increase communication

The State Board of Education (SBE) is committed to improving channels of communication among interested education stakeholders in our state. Toward that end, the Board has embarked on a number of initiatives to both reach out to stakeholders and to garner input and insights to guide our work. The Board has

- Contributed to the Wyoming Department of Education (WDE) newsletter;
- Utilized groups of stakeholders to inform the work of the Board such as the Thought Leader group that has worked on the end-of-course study and the multiple measures work;
- Sought input from other education groups such as the UW MOU steering committee and the Advisory Committee to the Select Committee on Statewide Education Accountability;
- Convened the Professional Judgment Panel and used input from this diverse group to make recommendations about improving the accountability processes;
- Held regular discussions with the WDE, Select Committee, and Joint Education Committee during meeting times;
- Fostered extensive communication among staff members of the SBE, WDE, LSO and governor's office;
- Presented at and attended a number of education conferences and meetings across the state including Wyoming School Boards Association training, state joint principal's conference, Wapiti school administrator conference, Wyoming Association of School Administrators, Wyoming Curriculum Directors' Association, and the School Improvement Conference;
- Attended local and statewide meetings where education topics are discussed;



- Offered a public comment time at each State Board meeting.

In addition to the items mentioned above, and because of the commitment to garnering input from education stakeholders to inform the design and implementation of the Wyoming education accountability system, the WDE and SBE partnered to offer thirteen education summits in five sites across the state and using the Blackboard on-line presentation system.

The purpose of the summits was twofold. The WDE and SBE endeavored to share the Phase I elements of WAEA with interested education stakeholders across the state. Also, questions were answered and input and comments were gathered and shared with the State Board in addition to being attached to this report for this committee's perusal.

The first series of summits was focused on sharing the Phase I elements of WAEA with a particular focus on the accountability model that would be presented to the Professional Judgment Panel (PJP). The second series of summits was focused almost entirely on the outcomes of the PJP.

See below a summary of the outreach session locations, times and numbers of attendees.

<b>Regional Summits on Educational Accountability</b>			
Date	Venue	Time	Attendees
August 26, 2103	Blackboard session	1:00 p.m.	0
August 26, 2013	Cheyenne	6:00 p.m.	22
August 27, 2013	Gillette	12:00 p.m.	20
August 27, 2013	Casper	6:00 p.m.	15
August 28, 2013	Worland	12:00 p.m.	28
August 28, 2013	Rock Springs	6:00 p.m.	34
August 30, 2013	Blackboard	1:30 p.m.	18 sites
September 24, 2013	School Improvement Conference, Cheyenne	12:30 p.m.	Approximately 200
September 30, 2013	Blackboard	1:30 p.m.	Approximately 10
October 1, 2013	Rock Springs	12:00 p.m.	20
October 1, 2013	Worland	6:00 p.m.	3
October 2, 2013	Casper	12:00 p.m.	34
October 2, 2013	Gillette	6:00 p.m.	24

Districts/Organizations represented at the outreach sessions included: Laramie #1, WSBA, WASA, WDE, Platte #1, WEA, WTE, OSPI, Campbell #1, Weston #1, The News-Record, Parent Info Center, Natrona #1, Wyoming House of Representatives, Casper Star-Tribune, Wyoming Freedom in Education, State Board, Washakie #1, Washakie #2, Wyoming Senate, Big Horn #4, Park #1, Park #16, Hot Springs #1, Wyoming Boys' School, Sweetwater #1, Lincoln #2, Sweetwater #2, Uinta #6, Sublette #9, Crook #1, Independent Record, Fremont #1, St. Stephen's, University of Wyoming, Uinta #1, Sublette #1, Fremont #25, WAPCS, Teton #1, Big Horn #4, Johnson #1, Weston #1, Sheridan #2, Fremont #6.



Twenty-seven of the state's 48 school districts were represented as well as St. Stephen's Indian School and the Wyoming Boys' School.

Here is a summary of the kinds of comments we received more than one time during our outreach sessions.

- The inconsistency of assessments over time makes it difficult for districts to put too much stock in longitudinal data. It is very difficult to focus the instructional work on moving targets. Could schools have a grace period regarding accountability until the targets have been stabilized?
- Concerns expressed for schools that have larger populations of ELL, low socio-economic status students, higher rates of mobility. Will the indicators ensure those schools are equitably measured? Is it a fair comparison?
- Regarding the elements of the model, are we ignoring the upper end of our students with a focus on equity? Is there even a concern about moving kids from proficient to advanced? Several folks advocated for our goals language to be college and career ready.
- On the other hand, are we focused too much on college? Many of these commenters advocated for the language college or career ready to be our goal. Many Wyoming careers might not require college.
- Some people shared that the system seems too complicated. Will it be effective in informing teacher practice? Will school board members and the public understand it?
- There were several written comments and some verbal commentary about the capacity of the WDE to provide support to schools and districts that may be partially meeting or not meeting accountability expectations. The need for support with high quality assessment was specifically mentioned. It was also suggested that every district deserves access to high quality coaching.
- Finally, we heard at every site that the PAWS/statewide testing window is too early. In order to measure the full realm of learning, the testing window needs to be later in the school year.

As mentioned above, all of the comments that were submitted are attached to this report for the committee's consideration.

It was a rewarding experience to travel around the state to visit different areas with different needs and concerns. On behalf of the SBE and WDE, I'd like to thank the districts that hosted us and all of the people who took time out to come and learn more about Wyoming education accountability and to share their thoughts with us. I'd also like to thank Mike Flicek, Deb Lindsey, Julie Magee, and Tom Lacock for all of their preparation and time spent making these outreach sessions successful. Finally, a big thank you goes to Annette Bohling and Karan Wright for adjusting the School Improvement Conference schedule to allow us a general session to share the results of the PJP.

Finally, the Board intends to continue this outreach work by holding a

series of meetings to discuss the definition of a Wyoming high school graduate so we can complete that task and provide some guidance to districts.

The State Board has very much appreciated the spirit of collaboration among the state entities involved in education work. We look forward to continuing to strengthen avenues of communication so we can work together to make Wyoming a national leader in education.



## WAEA Outreach Sessions – Cheyenne – 8.26.16

22 Attendees

### Comments:

English usage on the ACT should be included in the composite to make the test valid. It should also be included so that high school students will take this portion of the test seriously. I wonder if some of the cut scores are too high. For example, student needs an 18 on reading/English (I think) but are we requiring a higher cut score for all students when we use Hathaway scores? (18 is the cut score to be admitted to ENG 1010 in community colleges).

I am pleased that Director Crandall sees the need to have test data available to schools so teachers can actually help students who are not achieving. Teachers will welcome the data to improve their lessons! They, maybe student achievement will improve.

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*Equity ratings are challenging to WY educators, especially where mobility is high and PAWS is ever-changing (for 3-8). Have Dr. Mike Flicek as a spokesman, explaining the ratings is important for Wyoming's process. He has the respect and recognition of expertise across the state.*

*Assessment portion of presentation (Deb Lindsey) did not make connection to accountability – was only a “sales pitch” on SBAC. Needs to explain how the WDE assessments will impact WAEA ratings.*

*The stat system of support is key liaison system from WDE, legislature and SBE to districts. Re-building this group is major and important – soon. I am hopeful about Wyoming raising the bar on accountability. Thanks to legislature for making SF104 effective so this can now happen.*

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Nicely done! Very informative. Easy to follow. The breadth of topics was on target. The depth was at an appropriate level for the audience. \*Please upload the PowerPoint to the WDE website. It was a pleasure to see each of you once again!

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*The inclusion of the measures of Hathaway curriculum is probably unconstitutional, a quick search of the 2012, 2013 laws and the white paper do not reference the curriculum as part of the measures.*

*It appears that small high schools 15-20 students will be subjected to high year to year variability and sanctions based on performance of 1 student. For instance, 1 missing*

*student will automatically drop the schools performance based on a more than 5% failure to participate.*

*Students took writing in 2013. The scores should be reported. This might be more difficult for SAWS but it is inexcusable for ACT.*

*Julie M. should have completed the draft prior to the summits.*

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How in the world will the WDE ramp up enough to provide the support and capacity that will be needed? Who and when will the criteria be developed to identify the category of students who take the alternative test?

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*If English scores are not "counted," yet writing scores are, then English scores actually do count because the writing score correlates with the English score. Writing is a score of 1-12, all other ACT sub tests are 1-36 – we must correlate the writing with English or it doesn't work. Google "Educators Guide to ACT Writing" p.54 – Instead of removing the English score at the secondary level to force it to match the 4-8 test, add English to 4-8 if it is so important for them to be parallel.*

*Teachers must know if ACT is going away.*

*If ACT goes away, how many doors are we closing for kids? They count on it financially & it is of great importance in their futures.*

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With the Equity Piece – are we still ignoring the upper end students??

We are always talking about improving high risk students – what about the kids that start out on the upper end and get lost when we spend so much time remediating?

Are we making teachers to "teach to the test" so pupils do well but do not prepare them for higher-ed and subsequently life? I do not see how we are concentrating on making kids ready to do anything but take a test.

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*Why was this meeting held on the same night as "Back to School" night in the LCSD#1?*

*Does WDE currently have the capacity to help schools and districts improve student performance?*

*All high performing individuals and organizations have "coaches" – "champions have coaches" perhaps each district should have access to coaching?*



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How will schools be rated to fall into one of the performance levels? I think it is (the accountability process) far too complicated to ever filter down to the classroom teacher and be helpful to teachers.

WAEA Outreach Sessions – Gillette – 8.27.16

20 Attendees

Comments:

A greater clarity explaining the impact of “mobility rates,” on the scores/ratings of a building, may be vital!

Will the determination of cut scores be based on “political” (re-election thoughts/popular opinion) or on a “mathematical” (Angoff Method) priority? What training of PJP members will take place prior to the setting of cut scores?

The awarding of points for ACT scores shows 0 pts for a 16 and 40 pts for a 17. Why not consider an awarding of points for each score? IE., 36=108 pts, 27=81 pts, 13=39 pts (Each point value of ACT = 3 points).

Thank you for coming to Gillette! Very informative! ☺

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*Consider changing “full academic year” start date to Sept. 1 from Oct. 1.*

*PJP members need to be “experts” in the system before making judgments.*

*Thank you for looking at impact data during the PJP process.*

*Thank you for brining this presentation to our region.*

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If teachers are going to be held accountable, then all teachers should be. Regardless if it is a large school or a small school and whether we are measuring math or P.E. It isn't fair for only part of teachers to be put on the firing range.

We shouldn't be measuring student growth in March. Should be at the end of the year.

When are the students' going to be held accountable? And parents?

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*Schools who have a high concentrated population of lower socio-economic ELL, SPED etc. will be penalized on the median scores and/or growth at a high penalty than those schools with a low concentration of lower socio-economic, ELL, SPED etc. in their student population.*

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Concerns for, or with the impact of median growth on:

1. ELs
2. SPED
3. Poverty
4. Mobility

Flip the language – Career & College Readiness. Especially in our state that has had historically high paying careers with minimal or no college, more emphasis needs to be on the career competencies that dovetail into college preparedness.

Please consider alternate year assessments, or every few years. For example:

Reading: 3<sup>rd</sup>, 6<sup>th</sup> 9<sup>th</sup>

Math: 4<sup>th</sup>, 7<sup>th</sup>, 10<sup>th</sup>

Science: 5<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup>

Writing: 3<sup>rd</sup>, 5<sup>th</sup>, 7<sup>th</sup>

4<sup>th</sup> grade with NAEP, Reading, Math, Science is too much in a K-6, Title I, SPED, EL school, it is very problematic providing all accommodations for all grades. In turn, student educational needs

Move assessment to the end of year mid April-mid May

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*You guys did a great job! Both sessions were very informative. I still need to go to another to "hear" it all.*

*Suggestions:*

- 1. Acronyms slip in, explain or don't use*
- 2. Julie talks way too fast, even so, she made excellent additions from Gillette to Casper (I understand she is last and tries to fit it in)*

WAEA Outreach Sessions – Casper – 8.27.16

15 Attendees

Comments:

Very happy with graduation index score especially for the students with disabilities on ALT Assessment, who is complete it, will be counted as 100 points! (instead of not counted at all).

I am concerned about the “gray” area kids – now low cognitively enough to be on ALT Assessments, but who still will not do well on regular assessments and how they will still be counted against schools for low or minimal progress. They are often now “tracked” to a non-graduating spec ed class and/or blamed for being the reason (perceived) a school got a low score (now AYP).

I would hope the PJP and advisory group and others involved with developing this model/new system will keep in mind all kids – especially since alternate standards have not been developed yet.

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*Is it a coincidence that the contractor who was hired to give a negative report about the State Superintendent and department has now been hired to design an accountability system? \$\$\$\**

*Shouldn't a sub-group be defined by handicapping conditions (physical, mental, educational)? Have to study to determine integrity\**

*This “progress” report should be presented in touting to be studied before public meetings.*

*Thanks to State Dept of Ed for holding public sessions! Glad to see contracts for student assessments. SBAC sounds good.... Positive: keep available!*

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I want a full copy of all the presentation and please include an explanation of all acronyms. How are “sub groups” determined and by whom? Who developed the accountability model? How? What sources? Who sits on the Professional Judgment Panel?

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*This is an excellent overview of the accountability components...*



*Suggestion – many of the ?'s from the audience could wait until sections of the presentation are done. Perhaps facilitate it to “hold” questions until a section ends with understanding that the presentation could answer the question if can wait.*

*Presenters did an excellent job of working to clarify and answer questions.*

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Goals should reflect college AND career ready rather than college or career ready.

We will need help with ACT definition and Wyoming definition of “ready” vs. “proficient.”

Hathaway Index is improved. It needs to be even narrower among various levels. Hathaway/non Hathaway is more important than levels. Otherwise this index suggests all kids should be targeted for University.

This is a school bound accountability system when in fact, we are district accredited.

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*How broadly will the pilot school ratings in the fall of 2013 be available? School only? District? Board of Trustees?*

WAEA Outreach Sessions – Worland – 8.28.16

28 Attendees

Comments:

All forms of accountability seem to be aimed at moving non-proficient students to proficient. Are there concerns about moving students from proficient to advanced?

The system has a lot of thought, one concern is the length of time to receive results, ratings, etc... to actively make changes.

I have concerns about student accountability. We parallel the legislation in our beliefs. What accountability measures are to be developed for students?

Inconsistency with assessment leave little room to prepare to be successful.

The district assessment system sounds identical to BOE. Formative common assessments should be developed by the grade level teams after they have build shared knowledge around standards, and these should be flexible enough to provide data to inform practice. Outside developed assessments will be for compliance – not best practice. Legislature cannot carry what happens in classrooms. The teacher has to be a student of what their kids need to know.

The standards and the state assessment are the guarantee that students receive the opportunities to learn required material.

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*ACT is an indicator of achievement and growth at the HS. ACT is based on national standards and in the process of alignment with common core.*

*The parent support for ACT is solid. University admittance is connected to ACT scores. Hathaway is connected to ACT performance.*

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Continue to support Smarter Balance instead of ACT for measurement. But use ACT as it was intended for college readiness as another indicator.

Good job!

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*How will the equity component work for grade II if a student is working toward alternate/extended academic content standards? Will there be an "ACT-Alt" assessment for these students?*



*Please remove references to "1%" when discussing kids who have significant cognitive disabilities. The 1% simply refers to the percentage of proficient scores that can be used for AYP calculation.*

*Committee should consider allowing a "grace period" on statewide assessment components of the model if/when the assessment changes.*

*Same type of question/concern for readiness components in grades 9-12. What are the alternate assessments for the ACT Suite?*

*Committee should consider exemptions students with disabilities from causing penalties to a school's graduation index if the student is continuously enrolled and earns a regular diploma in 5 or 6 years. For these students, the actual result is more important than how quickly the result is achieved.*

*Is the expectation that each district will build its own district assessment for every grade level and content area? If so, who does the development work? What about piloting, item development, technical adequacy, etc...?*

## WAEA Outreach Sessions – Rock Springs – 8.28.16

34 Attendees

Comments:

I really appreciated the info about dist. Assessment. I will be anxious to see how it correlates with Chap. 6.

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*Having accountability is great. Having mandates is communism. Being able to look over the fence and seeing what the neighbor is doing right is enough motivation to change course and improve. We all want the best for our "kiddos." We don't want the rival or the kids across the state to have more advantages than our children. But let us decide the direction for our communities. There has to be measures. Let accountability be measured locally. Provide the data so we can measure the accountability locally. Thanks. Can be mind taxing for a hick from the sticks.*

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Assessment support would be welcomed – how can I connect with other districts to begin the assessment process aligned to CCSS.

So was it Aug. 2015 that we submit our district assessment plan in reading, math & writing to the state? ELA, Math, health.

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*It seems with the norm references that you are ensuring that schools will fail. How is this equitable?*

*Any system must acknowledge the challenges of ELL and low SES with a growth model. Only focusing on a target/cut score negates the hard work of these students/teachers/schools who have much to overcome.*

*You forget that students, teachers and administrators are PEOPLE, not numbers!*

*What about schools that have large ELL & low SES populations? Comparing them to schools that do not have these difficulties is comparing apples and grapes!*

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Students who exceed proficiency or growth need to contribute more than 100 points in the Accountability System on meeting the 4 criteria of body of evidence. Just a thought.



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*Students with IEPs taking ACT – not measured to standards.*

*Schools who have more “high risk” students, IEP students, ELL students and compiling median score.*

*Students in alternative place such as jail.*

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WAEA Goals – change the word or college AND career ready.

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*A thought regarding the “exceeds” schools being required to share best practices, could this occur at the school improvement conferences which occur twice each year? Maybe in break-out sessions, or perhaps panel discussions.*

*It would be awesome if we could go with the SBAC assessments in 2014-2015. It would save time and money. It would also enable us to compare WY to other states. We will never have the ability to compare ourselves to others until we have a common assessment. In addition, the resources and supports that would be available to teachers and districts through SBAC would be invaluable.*

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Court ordered placed students

1. Sent to institutions that does not offer Hathaway Curriculum (including WBS/WGS)
2. Maybe court ordered or counseled by institution to take GED
3. Can not earn credits in required course work to stay on track for cohort graduation
4. Sweetwater county, unfortunately, has a history of having more court ordered out of district institutional placements (DFS/Community Juvenile Service Board Data) that exceeds the combined total of Casper and Cheyenne districts. We are at the mercy of the court system and are held accountable for students who have significant time outside our influence.
5. Detention centers and secure institutions limit internet (on-line) access for juveniles for security measures and there may be a need for this small, but unique population to have continuous access to paper pencil test as the control is held by the correctional system, not the WDE.

Why is there not an exemption process for these types of students?

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I was wondering why PAWS happens in March. Our school does not end until June. That leaves 2 FULL months of education and teaching that is NOT considered. I raised my family in Utah and grew up there myself. My children were tested in May or late April and school finishes late May. Therefore teachers have a full school year to earn growth, equity and achievement. It seems much more fair to both students and teachers and should be considered. As a teacher I have felt frustrated and I have felt cheated by losing those 2 months. (April/May) that may have been used to fully prepare students to show proficiency in PAWS – it makes more sense to test students at the year's end rather than  $\frac{3}{4}$  of the way through a year.

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I felt compelled to provide this committee my thoughts on the Accountability report provided to the committee and the public at the May 9<sup>th</sup> and 10<sup>th</sup> meetings. I remain unconvinced that the statewide accountability plan put forth represents a positive step for education in Wyoming. The more I talk to educators in the state and in my district the more wary I get of a rigid, overly complicated state wide accountability system. I would like to point out a few concerns of mine, concerns based upon what I hear from those I trust the most in the education field.

I do not believe ranking schools in categories from exceeding expectations to not meeting expectations is going to provide any benefit to children's education. The only reason to do this is if there is some desire to punish or humiliate schools for not meeting some arbitrary benchmarks. The legislation speaks to development of consequences for schools in meeting benchmarks, but there has never been an honest straightforward discussion about what this might entail. Is the state going to take over districts, take over planning, and take over curriculum development? Perhaps the state will fire superintendents, principals, and teachers? The possibilities are endless, and fear of the unknown is unnecessary. This should have been one of the first items discussed and decided upon, if for no other reason than being honest with educators in the state of Wyoming. An accountability system designed to simply provide supports to educators and districts, to better fine tune where the stream of resources should go, would look much different than one designed to punish schools. In my opinion, an accountability system designed to assess where the strengths and weaknesses of school districts lie, and then provide supports to those weaknesses is the system we need in Wyoming.

In order to provide the accountability system I have suggested we would get rid of the school ratings or rankings, and simply focus on rating programs within the schools. Is the second grade math program in a particular elementary school exceeding, meeting, or below expectation, based upon a rating system developed by the Professional Judgment Panel. Once this is known, then the state can work with the



district to focus resources on those programs needing help, and at the same time we will be able to capture the expertise of the districts whom are excelling.

Districts with programs below expectations would submit an Improvement Plan to the Wyoming Department of Education outlining how the deficient program will be improved, with timelines. At the same time these districts would submit an Accountability Plan to the Department outlining how they will hold administrators and teachers accountable for the necessary improvements. Local districts have the expertise and the knowledge to hold their employees accountable, and the state should allow them the opportunity to fix their problems.

As to the indicators, I believe achievement and growth are the only indicators necessary to support improvement in the schools. Equity is simply a function of growth, and over complicates the accountability system. Even Equity could be a tool for some districts to look at, but it should not be tied to some school ranking system. A school could have great growth, but because they were starting from a low point might not be able to meet the improvement schedule outlined in this plan. The Professional Judgment Panel is required to make too many subjective decisions in establishing thresholds under this plan.

Readiness is an important factor for students, probably the most important factor in their ability to lead productive lives, but trying to score that indicator is nearly impossible. Readiness has different meanings to different people. Are we creating students Ready for community college, ready for a university, ready for a job, or simply ready for life? How do we track readiness? There are proven tools for tracking readiness for a college or university, such as the ACT, SAT, and GPA. However tracking readiness for a job is another matter. Districts should strive to ensure college bound students are capable of success at an institution of higher learning. It is important to track the college bound students to see if they were successful in college (graduated), or did their college experience, regardless of completion, give them a leg up in the work force. The state should track students, maybe not all, after they leave the K12 system to see how successful they are in life, do they have a job above the minimum wage, were they productive members of society, or did society end up taking care of them. These are all indicators of whether a school provided the necessary readiness for life. This could be valuable information to a school and district, but should not be part of top down, heavy handed accountability system. However, we should track college ready, for those students going down that path, and provide supports to those districts whose students struggle in the college environment.

I leave this subject with some thoughts from an educator in my district.

“What is the driving force behind education renewal efforts?



What **should** be the driving force behind education renewal efforts?

The answer to the first question reminds me of the snake oil salesman who convinces his buyers they have a problem, and then the salesman has a remedy - for a price. Education is the fat enchilada for testing companies and educational services. Testing companies can create a problem which may or may not exist and service providers can provide the solution - for a price.

We have a career crisis looming in Wyoming and the nation with the exodus of the baby boomers from our workforce. Georgetown University did a study making projections that between 2008 and 2018 Wyoming would have 108,000 job vacancies both from new jobs and job openings due to retirement. 65,000 of those jobs will be for those with post-secondary credentials, 34,000 for high school graduates and 8,000 for high school dropouts. Among the 50 states, Wyoming ranks 43rd in terms of the proportion of its 2018 jobs that will require a Bachelor's degree, and is 44th in jobs for high school dropouts. This means there will be a large demand for people with certifications and skill sets not requiring a Bachelor's degree but requiring more than a HS diploma.

Who is going to address this problem? If it doesn't get addressed, what is the economic impact for Wyoming and its citizens? It was reported to me by Ted Schroeder the trona mines in Sweetwater County are currently looking for more than 500 people to fill positions which require some post-secondary training and the same with another company (Polaris - I think) looking for 900 diesel technicians.

Our focus should be on providing an environment and curriculum where our students leave our high schools confident, responsible, skilled, and prepared to be successful in post-secondary and real world environments. How will accountability legislation nurture this setting? In a recent Gallup poll, it was reported only two out of ten high school students in our country were engaged in their learning. I believe there are two main causes for the other 8 students' disengagement. The first cause is from disconnecting students from their future by chasing down test scores in lieu of chasing down their dreams. The second main cause is too many institutions have failed to bridge students' education to real world settings and problems. We should be spending our resources and energy on connecting students and their learning to our communities, state, nation, and world in real time and hyper reality. Instead we are letting the fear of test scores drive our actions.

Our conservative legislature who complains about the Federal Government eroding the states' local control is at the height of hypocrisy with their efforts in the name of education reform. Recent legislation and events at the WDE have been more of a distraction and obstacle to local districts' efforts to provide a Free and APPROPRIATE Public Education (FAPE). The shifting of the focus to test scores in lieu of preparing each individual student for successful post-high school experiences will only delay education renewal efforts and hinder our children in being prepared for real world

demands. Test scores are only a by-product of our work and provide valuable information for growing our students. However, they should not be the primary focus of our work.”

## WAEA Outreach Sessions

### Comments:

Is it the states goal to inform both parents and students as to their students career and college readiness at each level.

Informed parents are ?? for the election of stronger school boards and others.

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*How does the change in alignment of the test (PAWS) affect the student growth percentile?*

*Not totally related, but notifications when new files are added to the Fusion would be nice.*

*When will transcripts need to be submitted to determine success curriculum?*

*How are the students who leave a school for out of state accounted for? Or jrs/srs who come from out of state and didn't have "exposure" to success curriculum?*